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ABSTRACT

The three-year Spanish program curriculum guide for Alberta public high schools outlines: (1) program objectives reflecting the basic education goals as well as a rationale for including Spanish in a school program; (2) specific minumum expectations for each language skill (listening, speaking, reading, and writing) and for cultural understanding at the end of grade 12; (3) specific performance objectives and linguistic content for each of grades 10, 11, and 12; (4) specific minimum core content for all students as well as elective components for enrichment and remediation; and (5) suggested instructional strategies and evaluation procedures. Lists of suggested vocabulary for each grade level and a cross-reference from performance objectives to the recommended text are also included. Content for grade 10 includes social conventions; identifying persons and objects; expressing actions, location, time, possession, quantity, permission and desire, people and things, emotions and attitudes, relationships, and cause and effect; and indirect speech. Content for grade 11 includes social conventions; identifying persons and objects; expressing actions, time, possession, and emotions and attitudes; and describing people and things. Grade 12 content includes social conventions and expressing actions, time, quantity, and relationships. (MSE)

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THREE-YEAR SPANISH PROGRAM

curriculum guide

GRADES 10-12

FL014385

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Alberta EDUCATION

Language Services

THREE-YEAR SPANISH PROGRAM

curriculum guide

ALBERTA
Education
1982

This publication is a service document. The advice and direction offered is suggestive except where it duplicates or paraphrases the contents of the Program of Studies.

In these instances, the content is printed in the same distinctive manner as this notice so that the reader may readily identify all prescriptive statements or segments of the document.

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INTRODUCTION

The Three-Year Spanish Program begins in Grade 10 and ends in Grade 12. It is designed for those school jurisdictions wishing to offer Spanish as a second language at the high school level.

The characteristics of the program include:

1. A set of objectives which reflect the Goals of Basic Education together with a rationale to support the inclusion of Spanish in a school program.

2. Specification of minimum expectations for each language skill (listening, speaking, reading and writing) and for cultural understanding at the end of Grade 12.

3. Specification of performance statements and linguistic content for each grade - 10, 11 and 12.

4. Specification of minimum core content for all students as well as elective components for enrichment and remediation.

5. Suggested teaching and learning strategies and evaluation procedures.

RATIONALE

To provide effectively the learning experiences needed by the changing society which it serves, the school system must grow and adapt. This language program is presented to facilitate the growth of secondary school instruction in Spanish.

Those who study another language increase their knowledge of their own language as they discover similarities and differences. Learning another language leads to greater awareness and understanding of other cultures and of one's own culture. Language skills are developed which enable the learner to gather, analyse and process information in order to solve problems. The application of these skills extends the range of an individual's human relationships and results in a strong sense of personal achievement and satisfaction.

Growing global interdependence is a reality which cannot be overlooked. With widespread mobility, knowledge of more than one language is becoming increasingly valuable. Tourists, technicians, business people, civil servants, diplomats, athletes - people from all walks of life - are going abroad more frequently to visit or to work. Students in our schools cannot foresee where they will be called upon to work. The study of Spanish could be advantageous, if not vital, in areas such as government or international economics. Multinational companies, in particular, when hiring employees may consider knowledge of more than one language important. Although knowledge of Spanish may not be the primary qualification demanded by an employer, it may well be the deciding factor in obtaining employment in a world where the job market is becoming more competitive.

The Hispanic population in Alberta has grown significantly in the last few years, especially in the large urban centres. This growth has brought Spanish-speaking people into closer contact with us. When one learns Spanish, one learns also of how its cultural setting has been influenced

by environment and history. The multi-cultural nature of our province requires citizens to be open-minded, flexible and accepting. Just as the individual can be enriched by new experiences, so can a community be enriched by the influence of other cultures.

Spanish is truly a world language, being one of the five official languages of the United Nations and the official language of Spain and nineteen countries in Hispanic America. More than one quarter of a billion people in the world speak Spanish as their mother tongue. The Spanish language has been taught in Canada at the University of Toronto since 1853. Many provinces, including British Columbia, Ontario, Quebec, Manitoba and Nova Scotia, presently continue this tradition by offering high-school Spanish programs. By following a matriculation program in Spanish, Alberta students can better prepare themselves for further study at any of the more than forty Canadian universities which offer Spanish programs.

The Hispanic culture has not been limited to Europe but followed the pattern of Spanish colonization to the Americas, the Philippines, Africa and other areas. These Hispanic nations have produced outstanding examples of cultural achievement. A working knowledge of Spanish would make the literary and cultural achievements of these nations more accessible to Alberta students.

It is the purpose of this guide to outline a curriculum which will enable Alberta students to develop the minimum basic skills necessary to communicate with others who use Spanish, the better to prepare them to take their place in our national and international communities.

GOALS

Goals designate the broad, long-range, and significant outcomes desired from a program.

The following goals may receive varying emphases and are intended to enable the student:

1. To acquire basic communication skills in Spanish by:

   1.1 developing listening, viewing and reading skills, including, in the case of listening and viewing, an understanding of intonation, gestures and visual clues which help to convey the message;

   1.2 developing speaking and writing skills, including, in the case of the former, the appropriate intonation, gestures and visual clues which help to convey the message.

2. To develop cultural sensitivity and enhance personal development by:

   2.1 developing a greater awareness and appreciation of various cultural values and lifestyles;

   2.2 developing a positive attitude toward people who speak another language through a meaningful exposure to the Spanish language and the Hispanic culture;

   2.3 becoming more aware of one's own cultural heritage through learning Spanish;

   2.4 becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of Spanish-speaking peoples to civilization;

   2.5 broadening one's perspectives to include the national and international scene through active participation in a language spoken in Canada and throughout the world.

3. To develop originality and creativity in language by:

   3.1 applying one's skills to new and meaningful situations;

   3.2 expressing one's own ideas and feelings;

   3.3 discovering a new dimension to one's personality.

4. To acquire additional concepts and generalizations about language and learning by:

   4.1 recognizing the basic structural similarities and differences between Spanish and English;

   4.2 acquiring some knowledge of the structure and function of languages;

   4.3 developing an awareness of regional, social and functional variations of spoken and written language;

   4.4 developing a conscious knowledge of the skills and strategies used in learning a second language.

5. To develop a desire to extend or improve a proficiency in languages through further language study, whether for interest, post-secondary requirements or vocational needs.

MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 10, 11 and 12

The following minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

Listening Comprehension

With the successful completion of this program, the student will have developed the ability to:

1. Distinguish phonetic and phonemic differences within the Spanish sound system;
2. Distinguish Spanish intonation and stress patterns;
3. Demonstrate understanding of familiar questions, statements and instruction which incorporate the basic elements of the program as specified in the Curriculum Guide;
4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand various speakers in structured situations;
6. Listen to weather reports, newscasts, speeches and stories, and answer orally or in writing general questions;
7. Identify gestures and visual clues which convey a message.

Speaking

With the successful completion of this program, the student will have developed the ability to:

1. Produce, with reasonable accuracy, Spanish sounds, intonation, rhythm, stress and linking patterns;
2. Respond orally using the basic linguistic elements of the program;
3. Produce a sentence by combining known elements;
4. Describe a familiar situation;
5. Relate a sequence of actions;
6. Summarize the main ideas of a familiar situation within the range of one's language experience;
7. Ask for information;
8. Express one's own ideas and feelings within the range of one's language experience and areas of interest;
9. Interview someone using the basic elements of the program;
10. Explain how to do something such as cook, assemble, construct, sew, repair or play an instrument;
11. Speak with prior preparation on a selected topic.

Reading

With the successful completion of this program, the student will have developed the ability to:

1. Read aloud combinations of familiar material, demonstrating correct sound-symbol correspondences, word groupings, basic intonation patterns and rhythm;
2. Read aloud materials containing some new semantic elements, demonstrating the ability to apply generalizations about sound-symbol correspondences, word groupings, basic intonation patterns and rhythm;

3. Read silently with comprehension;

   3.1 familiar material learned orally,

   3.2 combinations and rearrangements of familiar material,

   3.3 material containing cognates, punctuation, contextual clues and a limited number of unfamiliar lexical items.

4. Read for information based on themes for which vocabulary has been learned;

5. Demonstrate comprehension of a passage read by answering questions or by citing evidence to support conclusions;

6. Skim for comprehension major ideas contained in a short text;

7. Read newspaper and magazine articles for information and/or pleasure;

8. Use a unilingual Spanish and a Spanish-English dictionary effectively.

Writing

With the successful completion of this program, the student will have developed the ability to:

1. Write from dictation sentences containing recombinations of learned written materials;

2. Answer in writing given questions;

3. Produce new combinations or variations from given elements;

4. Express himself in simple original sentences within the limits of the linguistic content specified in the program;

5. Make required variations (time, person, number) in given sentences;

6. Write a sequence of sentences from a given outline, from a list of linguistic elements or from visual and oral cues;

7. Write a letter to a friend.

Cultural Understanding

With the successful completion of this program the student will demonstrate knowledge of:

1. Hispanic cultures;
2. Some differences and similarities between these cultures and his own;
3. Cultural connotation of familiar vocabulary;
4. The ability to use social conventions, gestures, facial expressions, intonation and stress patterns employed by a speaker to convey his intentions, feelings and emotions.

SUGGESTED ALLOTMENT OF CLASS TIME FOR SKILL DEVELOPMENT

Grade 10	Grade 11	Grade 12
35% Listening Comprehension	30% Listening Comprehension	25% Listening Comprehension
35% Speaking	35% Speaking	35% Speaking
10% Reading	15% Reading	20% Reading
20% Writing	20% Writing	20% Writing

The above percentages are only approximations. Although the cultural objective is not mentioned in the above schedule, successful language instruction involves integration of all language skills and culture. Evaluation of language skills and culture should reflect emphasis and proportion of time spent on each aspect of language learning in the classroom.

Note: The proportion of time shown for reading and writing does not necessarily reflect the proportion of total time spent on these skills since many of these activities will be done outside of class.

OBJECTIVES AND CONTENT

The objectives and content are selected on the basis of categories of language uses. Examples are:

1. Social Conventions
2. Identification of Persons and Things
3. Expressing Actions
4. Expressing Location
5. Expressing Time
6. Expressing Possession
7. Expressing Quantity
8. Expressing Permission and Desire
9. Describing People and Things
10. Expressing Emotions and Attitudes
11. Expressing Relationships
12. Expressing Cause and Effect

These language functions are considered to be the main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to do in verbal communication in the second language.

LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms, and vocabulary that students are expected to acquire in order to engage in verbal communication.

The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order, although it is recommended that the specified objectives and content be covered by the end of each grade. It is expected that the content specified in the categories of language use and the skills described in the performance statements and general objectives be mastered by the end of Grade 12.

SUGGESTED VOCABULARY

The vocabulary is suggested for development of everyday themes and is intended to complement the vocabulary found in primary learning resources. These lists are an additional source for teacher reference and are considered to be elective.

MAJOR CULTURAL THEMES

The major cultural themes of this program are to be developed as part of the core content, but specific topics within each theme are elective. The major cultural themes include:

1. Social relations at the individual level, the family and the community;
2. Economic and political aspects of Hispanic life;
3. Education and cultural features of Hispanic life;
4. Aspects of history and geography of the Hispanic people;
5. Art and play.

IN SUMMARY, THE CORE COMPONENTS CONSIST OF:

1. THE GENERAL OBJECTIVES FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE;
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES.

THE ELECTIVE COMPONENTS CONSIST OF:

1. THE SUGGESTED VOCABULARY;
2. THE SPECIFIC TOPICS WITHIN THE CULTURAL THEMES.

PHONOLOGY

AT THE END OF GRADE 12, THE STUDENT WILL BE ABLE TO:

1. Distinguish and produce with reasonable accuracy all Spanish sounds in a variety of communicative situations:

   1.1 Vowels

   /a/ mamá
   /e/ de, te
   /i/ Lili, y
   /o/ como
   /u/ tu

   1.2 Diphthongs

   /ai/ aire
   /au/ cauto
   /ei/ reina
   /eu/ feudo
   /oi/ sois, doy
   /ia/ aria
   /ie/ miel
   /io/ tedio
   /ua/ pascua
   /ue/ cuerda
   /uo/ cuota
   /iu/ ciudad
   /ui/ Luis

   1.3 Consonants

   /b/ Blanca, vamos
   /ch/ chica
   /d/ dos, donde
   /f/ foto
   /g/ gordo, alguien
   /p/ padre
   /k/ con, qué, quién
   /m/ mamá
   /n/ no
   /s/ su, cine
   /gs/ exacto

   Special attention to:

   /b/ sabe, Eva
   /ð/ nada
   /g/ amigo, Miguel
   /θ/ hacer
   /h/ julio, gente
   /l/ mil
   /ll/ pollo
   /ñ/ señor
   /r/ pero, hablar
   /rr/ perro, ruso
   /h/ hora
   /s/ tal vez
   /s/ extra
   /t/ tanto
   /w/ cuarto, puedo
   /y/ piensa

2. To recognize and produce correct intonation patterns:

2.1 Assertive

Voy al cine

Tengo el papel.

2.2 Interrogative

¿Tienes sueño?

¿Qué tiempo hace?

2.3 Imperative

Conteste las preguntas

2.4 Exclamative

¡Qué bonita es!

3. To produce even syllables in words and sentences, and to learn to stress the correct syllable.

bananas y papas

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GRADE 10

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able:	
1. to express greetings appropriate to the time of day and the person greeted	1.1 *Buenos días, Señor* *Buenas tardes, Señora* *Buenas noches, Señorita* *¡Hola! Juan*
2. to inquire after and tell about the state of someone's health	2.1 *¿Cómo está? ¿Cómo estás?* *Bien, gracias* *Muy bien, gracias.* *Así, así.* *¿Que tal?*
3. to take leave using an appropriate expression	3.1 *Adiós* *Hasta mañana* *Hasta luego* *Hasta pronto*
4. to excuse oneself in various situations	4.1 *Perdone. Disculpe*
5. to express approval or disapproval	5.1 *Sí. No. Bien Bueno Claro que no* *Mal(o)* *Por supuesto*
6. to express good wishes	6.1 *Feliz Navidad* *Feliz cumpleaños* *Buena suerte*
7. to express manners	7.1 *Por favor Con permiso* *Gracias Con mucho gusto* *De nada* *Me hace el favor de ...*
8. to gain attention	8.1 *Por favor ¡Cuidado!* *Perdone*
9. to apologize	9.1 *Lo siento*
10. to express concern and sympathy	10.1 *¡Qué lástima!* *Lo siento*
11. to request for repetitions	11.1 *Repita, por favor* *¿Cómo? No comprendo* *¿Qué dice?*
12. to seek verification	12.1 *¿Cree usted ...? ¿Tengo razón?* *¿Es correcto ...? ¿Verdad?*

GRADE 10

CATEGORY: IDENTIFYING PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able:	
1. to ask and tell who someone is	1.1 *¿Quién es?* *Es Ricardo.* *¿Quién es?* *Ser + proper noun*
	1.2 *¿Quién es?* *Soy yo.* *Ser + emphatic pronoun*
	1.3 *Es el médico.* *Ser + article + profession*
	1.4 *Es mi padre.* *Ser + possessive adjective + noun.*
2. to ask and tell someone's name	2.1 *¿Como te llamas?* *Me llamo Roberto.* *¿Cómo se llama su profesor?* *Se llama Jose Moreno*
3. to ask and tell what something or who someone is	3.1 *¿Qué es esto?* *Es un libro.* *Es una puerta.* *¿Qué es esto?* *Ser + un/una + noun*
	3.2 *¿Quién es?* *Es mi hermano.*
4. to specify objects by using the definite articles	4.1 *Los libros son de mi hermano*
5. to ask and tell about nationality	5.1 *¿De dónde es usted?* *Soy del Canadá. Soy canadiense.*
6. to ask and tell about occupations	6.1 *¿Qué es su padre?* *Mi padre es ingeniero*
7. to ask and tell about date of birth	7.1 *¿Cuándo es tu cumpleaños?* *Mi cumpleaños es en mayo.*
8. to ask and tell about age	8.1 *¿Cuántos años + tener?* *¿Cuántos años tienes?* *Tengo quince años.*

CATEGORY: IDENTIFYING PERSONS AND OBJECTS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
9. to express an indefinite person or thing, in the positive or negative	9.1

	Positive	Negative
Person	alguien	nadie
Thing	algo	nada
Either	alguno	ninguno

¿Va alguien al cine?
No, no va nadie.

No hay nada en la sala.

9.2 *No conozco a nadie.*

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able: 1. to ask and tell what one does	1.1 *¿Verb + subject?* *Sí + verb* *No, no + verb* *¿Trabaja usted?* *Sí, trabajo* *No, no trabajo.* 1.2 *¿Qué + hacer + subject?* *¿Qué hace María?* *Escribe una carta.* 1.3 *¿Qué comes tú?* *Como una tortilla.* *Note: a. Teach the use of verbs in the affirmative and negative.* *b. Verbs are to be used in all persons.*
2. to express actions in the negative	2.1 *Subject + no + verb* *María no escribe hoy.*
3. to ask and tell who is doing the action	3.1 *¿Quién + verb?* *¿Quién canta?* *Mi padre canta.*
4. to ask and tell to whom one is directing an action	4.1 *¿A quién + verb + subject* *Escribo + a + person* *¿A quién escribe usted?* *Escribo a mi profesor.*

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
5. to ask and tell with whom an action is being done	5.1 *¿Con quién + verb + object?* *Verb + con + person* *¿Con quién caminas a la escuela?* *Camino con Pedro.*
6. to express an action in the immediate future	6.1 *ir + a + infinitive* *Voy a trabajar* *No + ir + a + infinitive* *No voy a trabajar.*
7. to express an action in the immediate past	7.1 *Acabar + de + infinitive* *Acabo de contestar*
8. to express an action by replacing the noun object with a direct object pronoun	8.1 *Present* *Digo la verdad* *La digo.* 8.2 *Immediate past.* *Acabo de comer el postre* *Acabo de comerlo* *Lo acabo de comer* 8.3 *Immediate future* *Voy a comer la comida* *Voy a comerla* *La voy a comer* 8.4 *Direct object pronouns* *me* *te* *lo, la* *nos* *os* *los, las*

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
9. to express an action reflected on the subject	9.1 *Reflexive pronoun + verb* *Me siento muy bien.* *¿Te llamas Carlos?* 9.2 *Reflexive pronouns* *me* *te* *se* *nos* *os* *se*
10. to describe how someone performs an action	10.1 *Subject + verb + adverb* *Mi hermano canta muy bien* 10.2 *Forming Adverbs* *Adjective + mente* *lenta + mente* *lentamente* *Note: use feminine singular form of adjective.*

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able: 1. to ask and tell from where one comes or to where one goes	1.1 ¿De dónde + venir? ¿De dónde vienes? venir + de + country venir + de + city Vengo de Chile 1.2 ¿Adónde + ir? ¿Adonde vas? Voy al cine. Voy a la escuela. Voy a los conciertos. Voy a las clases. 1.3 vivir + en + country Vivo en España.
2. to express directions	2.1 Voy hacia la escuela Va a la derecha
3. to express directions relative to another location (North, etc.)	3.1 Voy hacia el Norte Vengo del Sur
4. to ask and tell where people and objects are located	4.1 ¿Dónde + estar + subject? ¿Dónde está el estudiante? Esta delante de la clase.
5. to tell that one leaves a place	5.1 Salir + de + noun Salgo de la oficina. Salgo del cine. Note: Teach all forms del, de la, de los, de las.

CATEGORY: EXPRESSING LOCATION (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
6. to ask and tell what there is in a specific place, situation or social context	6.1 *Hay + noun + prepositional phrase* *¿Hay asientos en la sala?* *No, no hay.* 6.2 *¿Qué + hay + perpositional phrase.* *¿Qué hay en la cocina?* *Hay una mesa y dos sillas.*

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able: 1. to express the time of day, days of week, months, seasons of year	1.1 ¿Qué hora es? ¿Qué hora es? Son las cinco y media. 1.2 Es la una de la mañana. Son las cinco de la tarde. Son las nueve de la noche. 1.3 ¿Qué día es hoy? Es lunes. Note: See also following examples.
2. to ask and tell the date	2.1 ¿Qué fecha es hoy? Hoy es lunes, dos de marzo.
3. to ask and tell when an action takes place	3.1 ¿A qué hora + verb? ¿A qué hora vienes? Voy a las dos. 3.2 ¿Cuándo + verb? ¿Cuándo vienes? Voy después del almuerzo. 3.3 ¿En qué estación + verb? ¿En qué estación nieva? Nieva en invierno. 3.4 ¿En qué mes + verb? ¿En qué mes estamos? Estamos en enero.
4. to indicate frequency	4.1 los + day of the week Los domingos no hay clases.

CATEGORY: EXPRESSING TIME (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
	4.2 *Siempre voy al cine.* 4.3 *No + verb + nunca* *No voy nunca a Madrid.*
5. to express length of time in a continuing action	5.1 *Expression of time + que + verb* *Hace un año que vivo aquí.*

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able: 1. to ask and tell about possession, using the verb tener	1.1 *¿Tiene Ud. un libro?* *Sí, tengo un libro.* *Note: Teach all persons of tener, affirmative and negative forms.*
2. to ask and tell about possession using de and a noun	2.1 *Es/Son + definite article + de + (definite article) + noun.* *Es el coche de María.* *del profesor.* *de la maestra.* *de los Fierro.* *de las chicas.*
3. to ask and tell about possession, all forms of the possessive adjectives	3.1 *Es/Son + possessive adjective + noun.* M / F *mi* / *mi* *tu* / *tu* *su* / *su* *nuestro* / *nuestra* *vuestro* / *vuestra* *su* / *su* *Plural: add "s" to all singular forms.* *¿Es tu libro? Sí, es mi libro* *¿Es el libro de Raul?* *Sí, es su libro.*
4. to ask about possession using the interrogative	4.1 *¿De quién/De quiénes + ser + noun?* *Ser + de + definite article + noun* *¿De quién es la casa?* *Es de los García.* 4.2 *Ser + de + name* *Es de Ricardo.*

GRADE 10

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able:	
1. to count from 0 to 1001	
2. to ask and tell telephone numbers	2.1 *¿Cuál es el número de su teléfono?* *Es 433-6142* *(cuatro treinta y tres, sesenta y uno, cuarenta y dos)*
3. to ask and tell the number of people or things	3.1 *¿Cuánto + noun + verb + (subject)?* *¿Cuántos hermanos tiene Ud.?* *Tengo dos hermanos y una hermana.* *Note: Teach all forms - cuánto, cuántos, cuánta, cuantas - pointing out their agreement.*
4. to estimate quantity of things, people and conditions using an adjective	4.1 *Hay poco pan* 4.2 *Tengo muchos libros* 4.3 *Muchas casas son blancas*
5. to modify verbs with an adverb	5.1 *Come demasiado*

CATEGORY: EXPRESSING PERMISSION AND DESIRE

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able: 1. to ask and tell what one is able or is not able to do	1.1 *¿Poder + (subject) + infinitive?* *¿Puede Ud. venir?* *Si, puedo ir.* *No, no puedo ir.*
2. to ask and tell what one wants or does not want to do	2.1 *¿Querer + (subject) + infinitive?* *¿Quieres comer?* *Si quiero comer.* *No, no quiero comer.*

CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able: 1. to ask and tell the quality of people and things	1.1 ¿Cómo + ser + noun? Ser + adjective ¿Cómo es su profesor? Es inteligente. ¿Como es el libro? Es interesante.
2. to ask and tell the colour of things	2.1 ¿De qué color + ser + noun? ¿De qué color es el pelo? El pelo es negro. Note: Colours agree in gender and number with the noun described.
3. to describe attributes of people and things	3.1 Mi tio es simpático y generoso.
4. to intensify the quality of people and things	4.1 Subject + ser + adverb + adjective Mi padre es muy generoso.
5. to describe weather	5.1 ¿Qué tiempo hace hoy? Hace mucho frio Hace calor Llueve Nieva

CATEGORY: EXPRESSING EMOTIONS AND ATTITUDES

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able: 1. to express obligation with verbs which require a complementary infinitive	1.1 *Deber + infinitive* *Debo estudiar.* 1.2 *Tener + que + infinitive* *Tengo que trabajar.*
2. to ask and tell what one is or is not obliged to do	2.1 *¿Qué + deber + infinitive?* *Deber + infinitive.* *¿Qué debes hacer?* *Debo contestar* 2.2 *¿Qué + tener + que + infinitive?* *Tener + que + infinitive* *¿Qué tienes que hacer?* *Tengo que contestar.*
3. to tell that one is afraid	3.1 *Tengo miedo*
4. to express pleasure or displeasure	4.1 *personal pronoun + gustar + infinitive* *Me gusta cantar* *No le gusta bailar* *personal pronoun + gustar + noun* *No les gusta el café*

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able:	*Indirect object pronouns* *me* *nos* *te* *os* *le/se* *les/se*
1. to express the positional relationship of the verb with the indirect pronoun	1.1 *¿Qué + pronoun + verb + a + noun?* *Pronoun + verb + noun* *¿Qué le regalas a tu mamá?* *Le regalo un libro.*
2. to express alternative, additional or contrasting ideas in the present or near future	2.1 *¿Vas al cine o al partido de fútbol?* 2.2 *Voy a ir al cine y después al café.* 2.3 *Me gusta la escuela pero no me gustan los exámenes.*
3. to express conditional relationships using si	3.1 *Si su papá no le da permiso, María no va a la fiesta.*
4. to express temporal relationships using cuando.	4.1 *Voy a nadar cuando hace calor.*
5. to express concessional relationships using aunque	5.1 *Me gustan mucho aunque la señora es mucho mayor que él.*

GRADE 10

CATEGORY: EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able: 1. to express a reason in response to a question beginning with the interrogative ¿por qué?	1.1 *¿Por qué no viene María?* *María no viene porque tiene que trabajar.*

GRADE 10

CATEGORY: INDIRECT SPEECH

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10 The student will be able: 1. to relay a statement.	1.1 *Decir + que + verb.* *Dice que trabaja.*

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11	
The student will be able:	
1. to introduce someone	1.1 *Me permite presentarle a ...* *Tanto gusto* *Encantado*
2. to express concern or sympathy	2.1 *¡Qué pena!*
3. to express approval or disapproval	3.1 *Así es.* *Me alegro* *¡No, en absoluto!* *¡Cómo no!*
4. to express discouragement and indifference	4.1 *No importa* *¿Qué sé yo?* *Me es igual.*
5. to take leave	5.1 *¡Hasta la vista!*
6. to express good wishes	6.1 *¡Viva ...!* *¡Ojalá ganemos!*

CATEGORY: IDENTIFYING PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11 The student will be able:	
1. to express an indefinite person or thing	1.1 *¿Tienes algo de comer?* 1.2 *Alguién se lo dijo* 1.3 *Aquí hay algunos libros* 1.4 *Algunas de ellas son de México*
2. to seek specification of persons, objects or places	2.1 *Interrogative pronoun cuál* 2.2 *¿Cuál + ser + noun?* *¿Cuál es su programa favorito?* *Mi programa favorito es...* 2.3 *¿Cual + noun + verb* *¿Cuál libro prefieres?*
3. to ask and tell about date of birth	3.1 *¿Cuándo nació usted?* *Nací el veinte y dos de diciembre de 1950.*
4. to ask and tell about place of birth	4.1 *¿Dónde nació usted?* *Nací en Buenos Aires*
5. to specify people and things using demonstrative adjectives	5.1 *Use of demonstrative adjectives* *Este libro es azul*
6. to refer to a previous or following statement	6.1 *Estoy enfermo* *No lo creo* 6.2 *No vas a creerlo.* *Gano diez mil al año.*

Demonstrative Adjectives

	this		*that*			
	m	*f*	*m*	*f*	*m*	*f*
Singular	*este*	*esta*	*ese*	*esa*	*aquel*	*aquella*
Plural	*estos*	*estas*	*esos*	*esas*	*aquellos*	*aquellas*

CATEGORY: IDENTIFYING PERSONS AND OBJECTS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
7. to express the negative of persons and objects	7.1 *No + verb + ni + noun + ni + noun.* *No es ni mi padre ni mi madre.*

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11	
The student will be able:	
1. to express actions in the past	1.1 *Use of the preterite.*
	Anoche comí a las ocho.
2. to express repeated action in the past	2.1 *Use of the imperfect.*
	Cuando iba a la escuela, me levantaba temprano.
3. to distinguish continuing actions	3.1 *Miraba la televisión cuando el teléfono sonó.*
4. to express orders using the present subjunctive as imperative	4.1 *Using the third person singular*
	Venga acá.
	4.2 *Using the third person plural*
	Levanten las manos
	4.3 *Using the first person plural*
	Cerremos las ventanas
5. to express ongoing action	5.1 *Estar + present participle + ...*
	Estoy jugando a las cartas.

GRADE 11

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11 The student will be able: 1. to specify time using demonstrative adjectives	*1.1 Esta mañana.*
2. to ask and tell when an action takes place	*2.1 ¿Qué día vas a llegar?* *Voy a llegar el martes que viene.*
3. to indicate length of time elapsed since an action took place	*3.1 Murió hace tres meses.*

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11 The student will be able: 1. to ask and tell about possession using stressed possessive pronouns 2. to ask about possession using the interrogative and a demonstrative adjective	

masculine singular	*feminine singular*	*masculine plural*	*feminine plural*
mío	*mía*	*míos*	*mías*
tuyo	*tuya*	*tuyos*	*tuyas*
suyo	*suya*	*suyos*	*suyas*
nuestro	*nuestra*	*nuestros*	*nuestras*
vuestro	*vuestra*	*vuestros*	*vuestras*
suyo	*suya*	*suyos*	*suyas*

1.1 ¿Es suyo este coche?

Sí, es mío.

2.1 *¿De quiénes/De quién + ser + demonstrative adjective + noun?*

¿De quién es esta casa?
Es de Amalia.

2.2 ¿De quién es esta casa?
Es mía.

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CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11 The student will be able: 1. to make comparisons	1.1 *Subject + verb + más/menos + adjective + que + noun.* *Mi amigo es más alto que yo.* *Mi padre es menos generoso que mi madre.* 1.2 *Subject + verb + definite article + comparative + noun + de + noun.* *Yo soy el peor estudiante de la clase.* *Note: Some adjectives have irregular forms.*

GRADE 11

CATEGORY: EXPRESSING EMOTIONS AND ATTITUDES

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11 The student will be able: 1. to express obligation	1.1 *Hay que + infinitive.* *Hay que estudiar.*

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GRADE 12

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12 The student will be able:	
1. to introduce someone and respond to an introduction	1.1 *Quiero presentarle a ...* *Igualmente* *El gusto es mio.*
2. to express concern or sympathy	2.1 *¡Cuidate!*
3. to make good wishes	3.1 *Que le vaya bien.*
4. to express agreement	4.1 *De acuerdo*
5. to express surprise	5.1 *¡Qué casualidad!*
6. to seek clarification	6.1 *¿De que se trata?*

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12 The student will be able	
1. to express orders in the imperative	1.1 *Use of the second person singular* *¡Habla!* *¡No lo pongas allí!* 1.2 *Use of the second person plural* *¡Sentaos!* *¡No vayáis con ellos!*
2. to express actions in the past	2.1 *Use of present perfect* *Present tense of Haber + past participle* *He comido ya* *Note: Formation of past participle:* *For verbs ending in -ar, the past participle ends in -ado.* *For verbs ending in -er or -ir, the past participle ends in -ido.*
3. to express an action reflected on the subject	3.1 *Me voy a las cinco.*
4. to tell what had happened prior to another event	4.1 *Imperfect tense of Haber + past participle = pluperfect.* *Llegamos tarde y ya había comenzado el programa.*
5. to express an action in the past after an expression of will or emotion	5.1 *Present subjunctive of Haber + past participle = present perfect subjunctive.* *Es lástima que haya salido.*
6. to express actions in the future	6.1 *Llegará mañana.*
7. to express actions that will or shall have happened by a certain time	7.1 *Future of Haber + past participle = future perfect.* *Para el 21, habremos llegado a París.*

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
8. to express what would happen (if ...) or what was going to happen	8.1 *Conditional tense.* *Ud. me dijo que lo haría.*
9. to express what would have happened	9.1 *Conditional of Haber + past participle = conditional perfect* *Yo habría escogido el otro.*
10. to express the wish that someone do something	10.1 *Quiero que venga aquí.* 10.2 *Espero que vengan.*

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12 The student will be able: 1. to indicate frequency	1.1 *¿Has oído alguna vez tal cosa?* *No, nunca lo he oído.* *Sí, lo he oído varias veces.*

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12 The student will be able: 1. to express "as much" and "so much" 2. to make comparisons	1.1 *Por favor. No hables tanto.* *Vicente tiene dinero también, pero no tanto.* 2.1 *tanto/a/os/as + noun + como* *No tengo tantos discos como tú.* 2.2 *tan + adjective/adverb + como* *Yo soy tan alto como él.*

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12 The student will be able: 1. to express contradiction of a previous negative statement	*1.1 No fue él sino su hermano gemelo.*
2. to express additional ideas using e before a word beginning with i or hi	*2.1 Pablo y Rafael* *Pablo e Inés* *Ciencia e historia*
3. to express alternative ideas using u before a word beginning with o or ho	*3.1 Siete o nueve* *Siete u ocho* *Mujer u hombre*

SUGGESTED VOCABULARY

Abbreviations used:

n.	*noun*	*p.*	*preposition*
aj.	*adjective*	*a.*	*article*
pr.	*pronoun*	*c.*	*conjunction*
av.	*adverb*	*i.*	*interjection*
v.	*verb*		

SPANISH 10 (631 words)

-A-

a p.
abierto aj.
abril n.
abrir v.
acabar v.
actual aj.
además av.
adjetivo n.
adónde av.
agosto n.
agradable aj.
agua n.
ahí av.
ahora av.
aire n.
alegrar(se) v.
alegre aj.
alemán aj.
alfombra n.
algo av. & pr.
alguien pr.
algún aj.
alguno aj. & pr.
allá av.
allí av.
alto aj.
amarillo aj.
amigo n.
amor n.
andar v.
animal n.
anterior aj.
antes av.
año n.
apagar v.
apellido n.
aprender v.
aquél pr.
aquel aj.
aquélla pr.
aquella aj.
aquello pr.
aquí av.
árbol n.
arriba av.
arte n.
artículo n.
ascensor n.
así av.
asunto n.
atención n.
aunque c.
autobús n.
autor n.
avión n.
avisar v.
ayer av.
azúcar n.
azul aj.

-B-

bailar v.
bajo aj. & p.
baño n.
barato aj.
beber v.
bebida n.
bien av.
bienvenido aj.
blanco aj.
bonito aj.
brazo n.
bueno aj.
burro n.
buscar v.

-C-

caballero n.
cabeza n.
café n.
cafetería n.
caja n.
calefacción n.
calle n.
calor n.
cama n.
cambiar v.
cambio n.
caminar v.

camino n.
campo n.
canción n.
cara n.
carne n.
carta n.
casa n.
casi av.
caso n.
causa n.
cenar v.
centro n.
cerrado aj.
cielo n.
cien aj.
ciencia n.
ciento aj.
cierto aj.
cigarrillo n.
cinco aj.
cincuenta aj.
cine n.
ciudad n.
claro aj.
clase n.
coche n.
cocina n.
color n.
comenzar v.
comer v.
comida n.
cómo av.
como c.
compañero n.
completo aj.
comprar v.
comprender v.
con p.
condición n.
conducir v.
conmigo pr.
conocer v.
conservar v.
construir v.
contar v.
contento aj.
contestar v.
contigo pr.
continuar v.
contra p.
conversación n.
corazón n.
correcto aj.
correr v.
cosa n.
costumbre n.
crear v.
creer v.
cuál pr.
cual aj.
cualquier aj.
cualquiera pr.
cuando av.
cuanto av.
cuarenta aj.
cuarto n. & aj.
cuenta n.
cuento n.
cuerpo n.
cultura n.
cumpleaños n.
cumplir v.

-D-

dar v.
de p.
debajo av.
deber v. & n.
débil aj.
decir v.
defender v.
dejar v.
delante av.
delgado aj.
demás pr. & aj.
dentro av.
deporte n.
deportista n.
derecha n.
derecho aj. & n.
descubrir v.
desde p.
desear v.
desenchufar v.
deseo n.
despacio av.
detrás av.
día n.

diez aj.
diferente aj.
difícil aj.
dinero n.
dios n.
disco n.
disculpar(se) v.
dolor n.
domingo n.
donde av.
dormir v.
dos aj.
ducha n.
duda n.
durante av.
duro aj.

-E-

e c.
echar v.
edad n.
efecto n.
ejemplo n.
el a.
él pr.
eléctrico aj.
ella pr.
ello pr.
emoción n.
emplear v.
en p.
encender v.
enchufar v.
encima av.
encontrar v.
enero n.
enfermo aj. & n.
enhorabuena n.
enseñar v.
entender v.
entonces av.
entrada n.
entrar v.
entre p.
equipo n.
ésa pr.
esa aj.
escoger v.
escribir v.
escuela n.
ése pr.
ese aj.
eso pr.
españos n. & aj.
esperar v.
ésta pr.
esta aj.
estación n.
estado n.
estar v.
éste pr.
este aj. & n.
esto pr.
estudiante n.
estudiar v.
europeo n. & aj.
examen n.
explicar v.
extranjero n. & aj.
extraordinario aj.

-F-

fácil aj.
falta n.
faltar v.
familia n.
famoso aj.
favor n.
febrero n.
felicitar v.
feliz aj.
feo aj.
fiesta n.
fin n.
flor n.
forma n.
formar v.
francés n. & aj.
frase n.
frío n. & aj.
fruta n.
fotografía n.
fuego n.
fuera av.
fuerte aj.
fuerza n.
fumar v.

futuro n. & aj.

-G-

gafas n.
ganar v.
gastar v.
general aj. & n.
gente n.
gobierno n.
gordo aj.
gracia n.
grande aj.
gris aj.
grupo n.
guapo aj.
guardar v.
guerra n.
guitarra n.
gustar v.
gusto n.

-H-

haber v.
hablar v.
hacer v.
hambre n.
hasta p.
hecho aj.
helar v.
hermano n.
hijo n.
historia n.
hola i.
hombre n.
hora n.
hospital n.
hotel n.
hoy av.
huevo n.
humano aj.

-I-

idea n.
idioma n.
igual aj.
importante aj.
inglés n. & aj.
inteligente aj.
intentar v.
interesante aj.
invierno n.
invitar v.
ir v.
izquierda n.

-J-

jefe n.
joven aj.
jueves n.
jugar v.
julio n.
junio n.
junto aj. & av.

-K-

kilogramo n.
kilómetro n.

-L-

la a. & pr.
lado n.
lámpara n.
lápiz n.
largo aj.
lavar(se) v.
le pr.
leche n.
leer v.
lejos av.
les pr.
levantar(se) v.
ley n.
libre aj.
libro n.
limpio aj.
listo aj.
lo pr. & a.
los a. & pr.
luego av.
lugar n.
luna n.
lunes n.
luz n.

-LL-

llamar v.
llegar v.
lleno aj.
llevar v.
llover v.
lluvia n.

-M-

madre n.
maestro n.
mal aj.
malo aj.
mano n.
mañana n. & av.
mar n.
martes n.
marzo n.
más av.
mayor aj.
me pr.
medio aj.
médico n.
mejor aj.
memoria n.
menos av.
mes n.
mesa n.
metro n.
mi aj. & pr.
mientras av.
miércoles n.
mil aj.
minuto n.
mirar v.
momento n.
moneda n.
montaña n.
moto n.
movimiento n.
mucho aj. & av.
muerte n.
muerto aj.
mujer n.
mundo n.
muy av.

-N-

nacer v.
nacional aj.
nada pr. & av.
nadie pr.
natural aj.
navidad n.
necesario aj.
necesitar v.
negro aj.
nevar v.
ni c.
nieve n.
ninguno aj. & pr.
niño n.
no av.
noche n.
nombre n.
norte n.
noticia n.
noviembre n.
nuestro aj. & pr.
nueve aj.
nuevo aj.
número n.
nunca av.

-O-

o c.
obra n.
objeto n.
observar v.
ocasión n.
ochenta aj.
ocho aj.
octubre n.
ocupar v.
ocurrir v.
oficina n.
ojo n.
olvidar v.
oír v.
once aj.
opinar v.
orden n.
oro n.
os pr.
otoño n.

otro aj. & pr.

-P-

padre n.
país n.
palabra n.
pan n.
papel n.
para p.
parque n.
pasar v.
parte n.
paz n.
pedir v.
película n.
peligro n.
peligroso aj.
pensar v.
peor aj.
pequeño aj.
perder v.
periódico n.
permitir v.
pero c
perro n.
persona n.
peseta n.
peso n.
pie n.
piedra n.
pizarra n.
placer n.
plata n.
playa n.
pobre n. & aj.
poco av.
poder v. & n.
policía n.
poner v.
por p.
porque c.
posible aj.
preguntar v.
presentar v.
primavera n.
primer aj.
primero aj.
principal aj.
principio n.
problema n.
producir v.
producto n.
pronto av.
proponer v.
provincia n.
próximo aj.
publicar v.
publico n. & aj.
pueblo n.
puerta n.
pues c.

-Q-

qué pr.
que pr. & c.
querer v.
quién pr.
quince aj.
quizás av.

-R-

radio n.
rápido aj.
raro aj.
razón n.
real aj.
realidad n.
recibir v.
recordar v.
recuerdo n.
reina n.
religión n.
reloj n.
repetir v.
representar v.
respuesta n.
resultar v.
revista n.
rey n.
rico aj.
río n.
rojo aj.
romper v.
rosa aj.
rubio aj.
rueda n.

-S-

sábado n.
saber v.
sacar v.
salida n.
salir v.
sed n.
seco aj.
seguir v.
según p.
segundo aj.
seis aj.
semana n.
sentar(se) v.
sentir v.
sentimiento n.
señor n.
señora n.
señorita n.
ser v. & n.
servir v.
setenta aj.
si av. & c.
siempre av.
siete aj.
siglo n.
siguiente aj.
silencio n.
silla n.
simple aj.
sin p.
situación n.
sobre n. & p.
sociedad n.
sol n.
solicitar v.
solicitud n.
solo aj. & av.
su aj.
subir v.
sucio aj.
suelo n.
sufrir v.
sumar v.
suyo aj. & pr.

-T-

también av.
tampoco av.
tan av.
tanto av. & aj.
tarde n. & av.
tarea n.
taxi n.
taza n.
té n.
te pr.
teatro n.
teléfono n.
televisión n.
temprano av. & aj.
tener v.
terminar v.
tiempo n.
tipo n.
tierra n.
tiza n.
tocar v.
todavía av.
todo av. & aj.
tomar v.
tonto aj.
total aj.
trabajar v.
trabajo n.
traer v.
treinta aj.
tres aj.
triste aj.
tú pr.
tu aj.
tuyo pr. & aj.

-U-

último aj.
un a.
único aj.
universidad n.
uno aj. & pr.
usted pr.

-V-

valer v.
vago aj.
veinte aj.

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vender v.
venir v.
ver v.
verano n.
verdad n.
verde aj.
vez n.
viaje n.
vida n.
viejo aj.
viernes n.
vino n.
visita n.
vista n.
vivir v.
vivo aj.
volver v.
voz n.
vuestro aj. & pr.

-Y-

y c.
ya c.
yo pr.

-Z-

zona n.
zapato n.

SPANISH 20 (517 words)

-A-

abajo av.
abandonar v.
abrazar v.
abuelo n.
aceptar v.
acercar(se) v.
acompañar v.
actitud n.
actividad n.
actor n.
acuerdo n.
afirmar v.
agente n.
alcanzar v.
alma n.
alegría n.
amar v.
ambiente n.
ambos aj. & pr.
amistad n.
amplio aj.
ancho aj.
anillo n.
ánimo n.
anunciar v.
anuncio n.
añadir v.
aparato n.
apenas av.
aprovechar v.
apuntar v.
arma n.
armario n.
arrancar v.
artista n.
asegurar v.
asistir v.
asomar v.
aspiradora n.
avanzar v.
aventura n.
ayudar v.

-B-

bajar v.
balcón n.
bandeja n.
barco n.
base n.
bastante av.
basura n.
belleza n.
besar v.
beso n.
bicicleta n.
blando aj.
boca n.
bolsa n.
breve aj.
brillante aj.

-C-

caballo n.
caber v.
cabo n.
cajero n.
callar v.
calcetines n.
camisa n.
cantar v.
cantidad n.
capaz aj.
capital n.
capitán n.
cargo n.
carrera n.
casar(se) v.
castigar v.
casualidad n.
categoría n.
celebrar v.
central aj.
cerca av.
cerdo n.
cerrar v.
científico n.
ciervo n.
círculo n.
citar v.
civilización n.
clásico aj.

cliente n.
cobarde aj.
colgar v.
collar n.
colocar v.
compañía n.
completamente av.
común aj.
comunicar v.
conciencia n.
concierto n.
conejo n.
conferencia n.
confianza n.
confesar v.
conforme aj.
conocimiento n.
conseguir v.
consejo n.
constante aj.
contener v.
contemplar v.
continuación n.
convencer v.
convenir v.
convento n.
corbata n.
corriente aj. & n.
contar v.
corto aj.
costa n.
creación n.
cristal n.
crítica n.
cuadro n.
cuello n.
cuidado n.
cuidar v.
curiosidad n.
curioso aj.
curso n.

-CH-

chico n. & aj.
chocolate n.
churro n.

-D-

dado n.
dama n.
dato n.
decidir v.
décimo aj.
declarar v.
dedicar v.
dedo n.
demasiado av.
demostrar v.
desaparecer v.
destino n.
despertar v.
detalle n.
determinado aj.
devolver v.
diente n.
diferencia n.
dificultad n.
digno aj.
dirección n.
dirigir v.
discurso n.
disponer v.
disposición n.
diverso aj.
dividir v.
división n.
doble aj.
dominar v.
don n.
doña n.
dudar v.
dulce aj.

-E-

ejército n.
emplear v.
empleado n.
encantar v.
enfermedad n.
enorme aj.
ensayo n.
entero aj.
entregar v.
enviar v.
equivocar(se) v.
error n.

escapar v.
escaso aj.
escena n.
escritor n.
escuchar v.
esfuerzo n.
espacio n.
especial aj.
especialmente av.
especie n.
espectáculo n.
espejo n.
esperanza n.
espiritual aj.
establecer v.
estilo n.
estómago n.
eterno aj.
evitar v.
exacto aj.
exigir v.
existencia n.
existir v.
éxito n.
explicación n.
exponer v.
expresar v.
expresión n.
extraño aj. & n.

-F-

falda n.
falso aj.
fantástico aj.
fecha n.
felicidad n.
ferrocarril n.
figura n.
figurar v.
fino aj.
fortuna n.
frecuencia n.
fresa n.
frente n. & av.
frontera n.
fuerte aj.
función n.

-G-

gallo n.
garganta n.
gato n.
género n.
generoso aj.
genio n.
girar v.
gloria n.
golpe n.
grado n.
grave aj.
guardia n.

-H-

habitación n.
habitante n.
habitar v.
hacia p.
hermoso aj.
historia n.
histórico aj.
hogar n.
hoja n.
hondo aj.
húmedo aj.
humo n.

-I-

ideal aj.
iglesia n.
ignorar v.
ilusión n.
ilustre aj.
imaginar v.
impedir v.
imponer v.
importar v.
imposible aj.
impresión n.
incluso av.
indicar v.
individuo n.
inferior aj.
influencia n.

inmediato aj.
inmenso aj.
insistir v.
instante n.
intelectual aj.
inteligencia n.
interesar v.
interior aj. & n.
interrumpir v.
íntimo aj.
inútil aj.
invitado n. & aj.

-J-

jamás av.
jamón n.
jardín n.
juego n.
juicio n.
justicia n.
justo aj.
juventud n.

-L-

labor n.
lanzar v.
lástima n.
lavabo n.
lección n.
lengua n.
letra n.
libertad n.
ligero aj.
línea n.
lío n.
literatura n.
lograr v.
lucha n.

-LL-

llave n.
llenar v.
llorar v.

-M-

maleta n.
mandar v.
manera n.
manifestación n.
mantener v.
máquina n.
maravilloso aj.
marca n.
marchar v.
marido n.
matar v.
materia n.
matrimonio n.
mayoría n.
mecánico n. & aj.
medida n.
menor aj.
mentir v.
mérito n.
meter v.
miedo n.
militar n. & aj.
milla n.
millón n.
mínimo aj.
mismo aj.
misterioso aj.
mitad aj.
moda n.
modelo n.
mono n.
monte n.
moral n. & aj.
morir v.
mover v.
muchacho n.
muro n.
música n.

-N-

nación n.
nariz n.
naturaleza n.
naturalmente av.
necesidad n.
negar v.
negocio n.
nervioso aj.
nieto n.

noble aj.
nota n.
notar v.
novedad n.
novela n.
novio n.
numeroso aj.

-O-

obligar v.
obrero n.
observación n.
obtener v.
océano n.
octavo aj.
oficio n.
ojalá i.
oler v.
origen n.
original aj.
oscuro aj.
oso n.

-P-

pagar v.
página n.
pantalón n.
pájaro n.
parada n.
parar v.
pareja n.
partido n.
partir v.
parado aj.
parecer v.
pasado aj.
pasillo n.
pasión n.
patata n.
pato n.
patria n.
pelear v.
peinar(se) v.
peine n.
pelo n.
pena n.
penetrar v.
personal aj.
perdonar v.
perezoso aj.
perfectamente av.
perfecto aj.
permiso n.
personaje n.
personalidad n.
pertenecer v.
pesar v.
piel n.
piso n.
plan n.
planta n.
plaza n.
pleno aj.
pluma n.
población n.
política n.
político aj.
popular aj.
poseer v.
posición n.
postre n.
práctico aj.
precioso aj.
preciso aj.
preferir v.
pregunta n.
premio n.
preocupación n.
preocupado aj.
preparar v.
presencia n.
presente aj.
presidente n.
prestar v.
primo n.
probar v.
proceder v.
profundo aj.
puerto n.
puesto aj. & n.
punto n.

-Q-

quejar(se) v.
queso n.
quinientos aj.

quitar v.

-R-

raíz n.
rato n.
recepcionista n.
reciente aj.
reducir v.
régimen n.
región n.
reir(se) v.
religioso aj.
resistir v.
resolver v.
respetar v.
respeto n.
respecto n.
responder v.
resto n.
resultado n.
retrato n.
reunión n.
reunir v.
revolución n.
risa n.
robar v.
ruido n.

-S-

sabio n. & j.
saco n.
sal n.
salvar v.
sangre n.
santo n. & aj.
satisfacción n.
secreto n. & aj.
seguramente av.
seguro n. & aj.
semejante aj.
sencillo aj.
señalar v.
separar v.
serie n.
serio aj.
serpiente n.
setecientos aj.
significar v.
sillón n.
sistema n.
sitio n.
sofá n.
solamente av.
sombra n.
sombrero n.
sonar v.
sonreír v.
sonrisa n.
sorprender v.
sostener v.
sueño n.
suerte n.
suma n.
superior aj.
suponer v.

-T-

tal aj.
tarjeta n.
tela n.
tema n.
teoría n.
tercero aj.
terreno n.
texto n.
tigre n.
timbre n.
tío n.
título n.
tomate n.
tono n.
toro n.
tortilla n.
tradición n.
traje n.
tranquilo aj.
transporte n.
trasladar v.
tratar v.
tren n.

-U-

unido aj.
unir v.
usar v.

uso n.

-V-

valle n.
valor n.
vecino n. & aj.
vehículo n.
ventana n.
vestido n.
verso n.
viajero n.
villa n.
violeta aj. & n.
visión n.
visitar v.
vital aj.
voluntad n.
vuelta n.

-Z-

zorro n.

SPANISH 30 (531 words)

-A-

abogado n.
absurdo aj.
acaso av.
acción n.
acera n.
acerca av.
acertar v.
acomodar(se) v.
aconsejar v.
actor n.
actriz n.
actuar v.
acudir v.
adelante av.
adivinar v.
admirable aj.
admitir v.
adquirir v.
advertir v.
afirmación n.
agitado aj.
agradecer v.
aislado aj.
ajeno aj.
ajo n.
ala n.
alejar v.
amanecer v.
alrededor av.
altura n.
alzar v.
análogo aj.
andaluz aj.
ángel n.
ángulo n.
anoche av
ante p.
anteojos n.
antiguo aj.
aparecer v.
apoyar v.
apreciar v.
aprobar v.
araña n.
arco n.
arena n.
arquitecto n.
arreglar v.
arroz n.
artístico aj.
asiento n.
aspecto n.
aspirar v.
atacar v.
atardecer v. & n.
atender v.
atrás av.
atravesar v.
atrever(se) v.
aún av.
automovil n.
aventura n.

-B-

baile n.
bandera n.
bañera n.
barba n.
barrio n.
bastón n.
bata n.
batalla n.
bello aj.
biblioteca n.
bigote n.
blusa n.
bombilla n.
bondad n.
borde n.
bosque n.
botón n.
buque n.

-C-

cada aj.
caer v.
cámara n.
camarada n.
cansar(se) v.
capa n.

capítulo n.
carácter n.
cárcel n.
carecer v.
cariño n.
carpintero n.
carro n.
castaño aj.
causar v.
ceder v.
ceja n.
cesar v.
circunstancia n.
civil aj.
claridad n.
cobrar v.
coger v.
cojín n.
colección n.
colegio n.
colonia n.
coma n.
comedia n.
comentar v.
comercio n.
comienzo n.
comparar v.
componer v.
comprobar v.
conceder v.
concepto n.
concluir v.
conducta n.
confirmar v.
confundir v.
conquista n.
considerar v.
consistir v.
constar v.
construcción n.
constituir v.
contacto n.
contrario aj.
contribuir v.
convertir v.
cortina n.
corresponder v.
coser v.
costar v.
crecer v.
criado n.
criatura n.
cristiano n. & aj.
criterio n.
cubrir v.
cuestión n.
culpa n.
cura n.
curar v.
cuyo pr. & aj.

-CH-

chaqueta n.
choque n.

-D-

debido aj.
decidido aj.
declaración n.
defensa n.
definición n.
definir v.
delicado aj.
dentista n.
dependiente n.
desarrollar v.
desarrollo n.
descender v.
desconocer v.
describir v.
descubrimiento n.
desgracia n.
despedir v.
detener v.
determinar v.
diario n. & aj.
dicho aj.
directamente av.
directo aj.
discípulo n.
dispuesto aj.
distancia n.
distinguir v.
distinto aj.
divino aj.
doble aj.
doctor n.

doctrina n.
dorado aj.
duque n.

-E-

edificio n.
educar v.
ejemplar n. & aj.
ejercer v.
electricista n.
elegante aj.
elemento n.
elevado aj.
elevar v.
emprender v.
empresa n.
enamorado aj.
encanto n.
encargar v.
encerrar v.
enemigo n. & aj.
energía n.
enfermera n.
engañar v.
enojar(se) v.
enterrar v.
entierro n.
época n.
escrito aj.
esencial aj.
espalda n.
espantar v.
espíritu n.
espléndido aj.
esposa n.
estimar v.
estrecho aj.
estrella n.
estructura n.
estufa n.
etcétera n.
excelente aj.
exclusivamente av.
exclusivo aj.
exposición n.
extensión n.
extremo n. & aj.

-F-

fácilmente av.
fábrica n.
facultad n.
fantasía n.
fenómeno n.
ficha n.
fiel aj.
fijar v.
fijo aj.
filosofía n.
filósofo n.
final aj. & n.
firme aj.
físico aj.
fondo n.
fontanero n.
formula n.
franco n.
fregadero n.
fresco aj.
fuerte aj.
fundamental aj.
fundar v.

-G-

generacion n.
gesto n.
gozar v.
gritar v.
grito n.
guitarrista n.

-H-

hallar v.
héroe n.
hierro n.
hígado n.
hilo n.
honor n.
horizonte n.
huelga n.
hueso n.
huir v.
humanidad n.
humilde aj.
humor n.

-I-

imagen n.
imperio n.
importancia n.
impulso n.
inmediatamente av.
industria n.
infinito aj.
iniciar v.
inquietud n.
instituto n.
instrumento n.
interés n.
internacional aj.
interpretación n.
invento n.
investigación n.
isla n.
izquierda n.

-J-

jabon n.
juez n.
jurar v.
juzgar v.

-L-

labio n.
laboratorio n.
ladrón n.
lágrima n.
lana n.
lavadora n.
lejano aj.
lenguaje n.
lento aj.
letrero n.
leyenda n.
límite n.
literatura n.
local aj. & n.
loco aj.
lujo n.

-M-

madera n.
magnifico aj.
manifestar v.
marcar v.
matíz n.
mecanógrafa n.
medicina n.
mente n.
mercado n.
merecer v.
método n.
miembro n.
ministro n.
miseria n.
misión n.
modesto aj.
moderno aj.
modo n.
mostrar v.
mueble n.
museo n.
músico n.

-N-

nadar v.
nervio n.
niebla n.
nombrar v.
novelista n.
nube n.
nuez n.

-O-

obispo n.
oculista n.
ocultar v.
ofrecer v.
oído n. & aj.
operación n.
oponer v.
optimista aj.
oreja n.
organización n.
organizar v.
orgullo n.

-P-

padecer v.
paisaje n.
pálido aj.
par n.
pared n.
particular aj.
pasajero n. & aj.
paseo n.
paso n.
patio n.
pecho n.
península n.
pensamiento n.
periodista n.
permanecer v.
pierna n.
pieza n.
pijama n.
piloto n.
pintar v.
pintor n.
pisar v.
plano n. & aj.
poderoso aj.
poeta n.
pollo n.
porvenir n.
posibilidad n.
precio n.
precisar v.
precisamente av.
pretender v.
primitivo aj.
principalmente av.
prisa n.
procedimiento n.
proceso n.
procurar v.
producción n.
profesión n.
profesional aj.
profesor n.
programa n.
progreso n.
prometer v.
pronunciar v.
propiedad n.
propio aj.
proporcionar v.
propósito n.
proyecto n.
prueba n.
punta n.
puro aj.

-Q-

quedar(se) v.
quemar v.

-R-

rápidamente av.
rasgo n.
ratón n.
raza n.
reacción n.
rechazar v.
recién av.
recoger v.
reconocer v.
recorrer v.
rector n.
referir v.
regla n.
regresar v.
relación n.
remedio n.
remoto aj.
renunciar v.
reñir v.
representación n.
representante n.
república n.
respetar v.
retirar v.
revelar v.
rincon n.
roca n.
rodear v.
romántico aj.

-S-

sacrificio n.
sal n.
sala n.

salón n.
saltar v.
salud n.
saludar v.
satisfacer v.
secadora n.
seccion n.
secretario n.
seguridad n.
selva n.
sensación n.
sentido n.
sereno n. & aj.
servicio n.
sierra n.
simpatía n.
simpático aj.
sincero aj.
sino c.
siquiera av.
social aj.
soldado n.
soler v.
solitario aj.
solución n.
someter v.
sonar v.
sorpresa n.
suceso n.
sucesor n.
superar v.
supuesto aj.
surgir v.
suspender v.

-T-

tabla n.
talento n.
taller n.
tardar v.
técnica n.
técnico n. & aj.
temer v.
temor n.
temperamento n.
tendencia n.
tendero n.
término n.
terrible aj.
territorio n.
tesoro n.
texto n.
tirar v.
tocador n.
torre n.
traducción n.
traducir v.
tragedia n.
tranquilidad n.
tranvía n.
tras p.
tristeza n.
triunfo n.
tropezar v.

-U-

únicamente av.
unidad n.
universal aj.
utilizar v.

-V-

variedad n.
vencer v.
vendedor n.
ventaja n.
verdaderamente av.
verdadero aj.
vestir(se) v.
vía n.
viajar v.
viento n.
violencia n.
virgen aj.
virtud n.
viuda n.
volar v.
volumen n.
vulgar aj.

-Z-

zapatero n.

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DEFINITION OF CULTURE

Language operates in a social context. To know when, where, and how to use language one must understand the culture of the people who are native speakers of that language. How people relate to one another, how they express their needs and emotions, what customs they observe and what expressions they avoid - all these things influence the use of language.

Language is interrelated closely with culture. Culture dictates the meaning intended in language and what language represents. Broadly defined, culture is "the ways of a people." It refers to the behavioural patterns and lifestyles of people. It also refers to a people's achievements and contributions to civilization in the arts, sciences, music, literature, architecture, philosophy and technology. Understanding these aspects of culture and developing an awareness of the cultural connotations of language enhances competence in verbal communication.

Teachers are cautioned against generalizing from too little data. The cultural context should be accurate and current in order to avoid stereotypes and oversimplification. It is important to develop the concept that people respond to life's needs in a variety of ways.

COURSE OUTLINE

An awareness and knowledge of the culture of Spanish-speaking people will be developed in the Three-Year Program. Major cultural themes constitute the core content, and specific topics identified in the following course outline for Grades 10, 11 and 12 are elective. To enhance the integration of language and culture, the linguistic content is matched where possible with each specific cultural theme.

SPECIFIC CULTURAL TOPICS	LINGUISTIC CONTENT
GRADE 10	
1. Social Conventions	To express conventions
2. Daily Life	To express actions, time, possession, permission and desire
3. Family	To identify persons and objects To express possession, permission and desire
4. School	To identify persons and objects To express possession To describe people and things
5. Holidays	To express time
6. Geography	To express location To describe people and things

SPECIFIC CULTURAL TOPICS	LINGUISTIC CONTENT
GRADE 11	
1. Work	To describe people and things To express emotions and attitudes
2. Leisure	To express time
3. Church	
4. Folklore	
5. History	To identify persons and things To express actions
GRADE 12	
1. Attitudes, Values and Beliefs	To express social conventions To identify persons and objects
2. Government	
3. Famous People and Their Contributions	

TEACHING STRATEGIES

BASIC ASSUMPTIONS

1. Emphasis on Communication Skills

One of the underlying premises in this program is that the study of language must be combined with opportunities to use the language. Knowledge of linguistic elements, vocabulary, sounds, word formation and grammar, although important, does not automatically lead to the ability to use the language.

The view taken in this program is that exercises and activities which encourage students to exchange with others, messages of real interest to them, should be introduced from the beginning of language study.

2. Four Skills Approach

Another assumption is that various combinations of all skills are necessary for effective communication in a language. As students vary in their predisposition toward oral and visual means of learning, it is desirable to appeal to as many of the senses as possible and to avoid a single approach for all students. To illustrate, some students will learn through visual presentation what they are not able to grasp orally. Similarly, concepts learned in receptive skills (listening and reading) can be reinforced through productive skills (speaking and writing).

3. Emphasis on Understanding the Structure of Language

Importance should be accorded to assisting students to understand the structure of the language to be learned.

Content should be sequenced to maximize reference to meaning and situations. Similarities and contrasts of form and meaning should be emphasized with numerous examples and illustrations.

4. Increased Emphasis on Cultural Awareness

Comprehending a language and being able to express oneself in a language does not ensure understanding of the social customs, the patterns of behaviours, beliefs and values of a particular society. It is suggested that a planned study of culture be implemented.

To assist in this end, numerous activities are suggested in the accompanying handbook, to develop insights into ways of life and ways of thinking of people who speak Spanish.

5. Attention to Student Centered Learning

Increased recognition should be given to the fact that students differ in aptitude, in talents, in socio-economic background, in interests, in styles and rates of learning, and in various types of needs.

This program attempts to meet some of these different needs and interests through a variety of content and by suggesting a variety of teaching and learning strategies and evaluation procedures. An attempt is also made to adjust the objectives and content and to select learning resources which correspond to the understanding and interest levels of students in each division.

ON THE BASIS OF THESE FIVE ASSUMPTIONS, THE LANGUAGE SKILLS AND CULTURE ARE DISCUSSED IN THE HANDBOOK, FRENCH AS A SECOND LANGUAGE HANDBOOK, ALONG WITH SUGGESTIONS FOR VARIOUS ACTIVITIES AND EXERCISES.

TESTING AND EVALUATION

Definitions

Testing in education is the measurement of student progress and achievement. *Evaluation* is a value judgment or decision made after observation of the results obtained through testing. It is the process of determining to what extent the objectives have been realized by the program.

Testing, therefore, is the vital ingredient in a continuous teaching-learning loop. It provides feed-back to the learner, the teacher and the program developer which can be used in evaluation.

Second language tests should be related to objectives of the language program and to the teaching procedures being used. The weight given to testing the receptive skills of reading and listening and to the productive skills of speaking and writing should have a realistic relationship to the emphasis which has been given in the classroom to each of these skills.

Purposes of Testing

1. To communicate to the student what he is expected to learn and how he is to perform;
2. To inform the student of the extent of his progress and achievement in attaining program goals;
3. To motivate the student;
4. To encourage the student to organize, to review and to develop long-range retention of material covered;
5. To provide information to the teacher for diagnostic and placement purposes;
6. To permit the teacher to adapt his teaching and to improve the program;

7. To facilitate decision-making by the student, the parents and the school.

TYPES OF TESTS

The basic types of second language tests are: progress tests, achievement tests, proficiency tests and tests of attitude and cultural awareness.

1. Progress tests

The progress test measures how much a student has learned in a specific course of study. Given at the end of a lesson, a chapter, a unit or a semester, the progress test is the type of test used most often by the classroom teacher.

Many publishers of language learning materials provide progress tests to accompany their materials. If these tests are used, they should first be evaluated to assure that they are related to the learning objectives emphasized by the program.

2. Achievement tests

The achievement test also measures what a student has learned but is designed for use with students at the same language level in different schools and programs. It is not intended as a final examination for grading students but for providing useful information for curriculum evaluation and planning.

3. Proficiency tests

The proficiency test measures how a student's language ability corresponds to specific language expectations irrespective of the program of study he

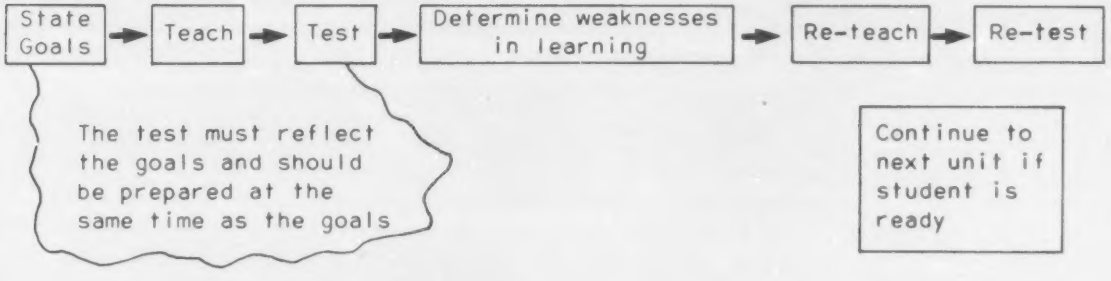
has followed. It is useful for placing a student in a course suitable to his ability.

4. Tests of Attitude and Cultural Awareness

The attitude test and the test of cultural awareness attempt to measure affective outcomes of language studies. Moreover, through measurement of a student's attitudes, feelings and values regarding the people whose language he is trying to acquire, it is assumed that conclusions can be made as to the influence of attitude on motivation and on language achievement itself.

THE TEACHING FOR MASTERY MODEL

In planning an effective instructional sequence, the following model should be kept in mind.


State Goals
Teach
Test
Determine weaknesses in learning
Re-teach
Re-test
The test must reflect the goals and should be prepared at the same time as the goals
Continue to next unit if student is ready

LEARNING RESOURCES

I. PRESCRIBED

1. Ambientes hispánicos. Levels 1 and 2. St. Paul, Minn.: EMC Corporation, 1980.

2. Invitación al español: Usted y yo; Nuestro mundo. New York: Macmillan Publishing Company, 1975.

II. RECOMMENDED

Schmitt, C., Woodford, P. and Marshal, R. Español: a descubrirlo; Español: a sentirlo. Levels 1 and 2. 4th ed. New York: McGraw-Hill Book Company, 1977.

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to express greetings appropriate to the time of day and the person greeted	Book 1, Chapter 1, pp. 3, 12, 13	Book 1, LC 21, 22
2. to inquire after and tell about the state of someone's health	Book 1, Chapter 1, p. 3	Book 1, LC 22, 32
3. to take leave using an appropriate expression	Book 1, Chapter 1, p. 3	Book 1, LC 21, 22
4. to excuse oneself in various situations	Book 1, Chapter 8, p. 167	Book 1, LC 24, 32
5. to express approval or disapproval	Book 1, Chapter 3, pp. 44-45	Book 1, LC 9
6. to express good wishes		Book 1, Chapter 5, p. 60
7. to express manners	Book 1, Chapter 2, p. 24 Book 2, Chapter 15, p. 107	Book 1, LC 24, 32
8. to gain attention	Book 1, Chapter 3, p. 44; Chapter 4, p. 66	Book 1, LC 24

CATEGORY: SOCIAL CONVENTIONS (Continued)

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
9. to apologize	Book 1, Chapter 4, p. 66	Book 1, Chapter 12, pp. 161-62
10. to express concern and sympathy	Book 1, Chapter 1, p. 2 Chapter 4, p. 66	Book 1, Chapter 12, pp. 161-62
11. to request for repetitions		Book 1, LC 9
12. to seek verification	Book 1,Chapter 2, p. 22	Book 1, Chapter 2, p. 18 Chapter 5, p. 66

CATEGORY: IDENTIFYING PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to ask and tell who someone is	Book 1, Chapter 1, p. 17 Chapter 2, p. 29	Book 1, Chapter 4
2. to ask and tell someone's name	Book 1, Chapter 1, p. 4	Book 1, LC 4
3. to ask and tell what something or who someone is	Book 1, Chapter 4, p. 83 Chapter 1, p. 17	Book 1, Chapter 1; Chapter 4, pp. 46-47
4. to specify objects by using the definite articles	Book 1, Chapter 2, pp. 38-39	Book 1, Chapter 1, pp. 8-9
5. to ask and tell about nationality	Book 1, Chapter 1, p. 17; Chapter 3, p. 61	Book 1, LC 10
6. to ask and tell about occupations	Book 1, Chapter 2, p. 83 Book 2, Chapter 12, p. 28	Book 1, LC 6; Chapter 19, p. 268
7. to ask and tell about date of birth	Book 1, Chapter 6, p. 122; Chapter 8, p. 176	Book 1, LC 21
8. to ask and tell about age	Book 1, Chapter 2, p. 22	Book 1, Chapter 5, p. 63

CATEGORY: IDENTIFYING PERSONS AND OBJECTS (Continued)

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
9. to express an indefinite person or thing, in the positive or negative	Book 1, Chapter 4, pp. 68, 83	Book 1, Chapter 8, pp. 108-10

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to ask and tell what one does	Book 1, Chapter 1, p. 18	Book 1, Chapter 1, p. 5; Chapter 2, p. 19; Chapter 3, p. 33; Chapter 10, p. 137
2. to express actions in the negative	Book 1, Chapter 1, p. 18	Book 1, Chapter 1, p. 7; Chapter 8, pp. 109-10
3. to ask and tell who is doing the action	Book 1, Chapter 1, p. 10	Book 1, Chapter 1, pp. 1-2
4. to ask and tell to whom one is directing an action	Book 1, Chapter 1, p. 10	Book 1, Chapter 12, p. 166
5. to ask and tell with whom an action is being done	Book 1, Chapter 2, p. 28	Book 1, Chapter 1, p. 4
6. to express an action in the immediate future	Book 1, Chapter 3, p. 59	Book 1, Chapter 8, p. 111
7. to express an action in the immediate past	Book 2, Chapter 14, p. 100	Book 1, Chapter 6, p. 84

CATEGORY: EXPRESSING ACTIONS (Continued)

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
8. to express an action by replacing the noun object with a direct object pronoun	Book 1, Chapter 7, p. 160	Book 1, Chapter 9, p. 121; Chapter 10, p. 134
9. to express an action reflected on the subject	Book 1, Chapter 7, p. 161	Book 1, Chapter 9, pp. 120-21
10. to describe how someone performs an action	Book 1, Chapter 4, pp. 65-66 Book 2, Chapter 17, p. 180	Book 1, Chapter 4, p. 49

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to ask and tell from where one comes or to where one goes	Book 1, Chapter 1, pp. 16-17 Chapter 2, p. 24 Chapter 3, p. 49 Chapter 5, p. 106	Book 1, LC 10, 11
2. to express directions	Book 1, Chapter 6, p. 136 Book 2, Chapter D, p. 293	Book 1, Chapter 3, p. 29; LC 4
3. to express directions relative to another location (North, etc.)	Book 1, Chapter 3 Book 2, Chapter 15, p. 114	Book 1, Chapter 4, p. 55
4. to ask and tell where people and objects are located	Book 1, Chapter 3, p. 60	Book 1, Chapter 6, pp. 81-82
5. to tell that one leaves a place	Book 1, Chapter 3, p. 50	Book 1, Chapter 10, p. 137
6. to ask and tell what there is in a specific place, situation or social context	Book 1, Chapter 3, pp. 49, 60	Book 1, LC 7

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to express the time of day, days of week, months, seasons of year	Book 1, Chapter 3, p. 46 Chapter 4, p. 66	Book 1, LC 14-16, LC 19-20
2. to ask and tell the date	Book 1, Chapter 4, p. 72 Chapter 6, p. 122	Book 1, LC 19
3. to ask and tell when an action takes place	Book 1, Chapter 1, p. 17 Chapter 3, p. 49 Chapter 4, p. 78	Book 1, LC 16, Chapter 3, p. 29; LC 21
4. to indicate frequency	Book 1, Chapter 4, pp. 67-68	Book 1, LC 19; Chapter 1, p. 4 Chapter 8, p. 109
5. to express length of time in a continuing action	Book 2, Chapter 14, pp. 79, 83, 101	Book 1, Chapter 7, p. 98

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to ask and tell about possession, using the verb tener.	Book 1, Chapter 1, pp. 2, 10 Chapter 2, p. 22	Book 1, Chapter 5, p. 63
2. to ask and tell about possession using de and a noun.	Book 1, Chapter 2, p. 29 Chapter 6, p. 138	Book 1, Chapter 7, p. 95
3. to ask and tell about possession, all forms of the possessive adjectives	Book 1, Chapter 6, pp. 129, 137-389	Book 1, Chapter 7, pp. 96-97
4. to ask about possession using the interrogative	Book 1, Chapter 6, p. 129	Book 1, Chapter 7, p. 96

CATEGORY: EXPRESSING QUALITY

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to count from 0 to 1001	Book 1, Chapter 1, p. 5; Chapter 2, p. 23 Chapter 5, p. 89 Chapter 6, p. 121	Book 1, LC 23; LC 29-31
2. to ask and tell telephone numbers		
3. to ask and tell the number of people or things	Book 1, Chapter 1, p. 17	Book 1, LC 13
4. to estimate quantity of things, people and conditions using an adjective	Book 1, Chapter 2, p. 24 Chapter 10, p. 212	Book 1, Chapter 3, p. 29
5. to modify verbs with an adverb	Book 1, Chapter 4, pp. 65-66	Book 1, Chapter 3, p. 29

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CATEGORY: EXPRESSING PERMISSION AND DESIRE

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to ask and tell what one is able or is not able to do	Book 1, Chapter 5, pp. 89-91	Book 1, Chapter 12, p. 165
2. to ask and tell what one wants or does not want to do	Book 1, Chapter 4, p. 69 Chapter 5, p. 90	Book 1, Chapter 12, p. 165

CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to ask and tell the quality of people and things	Book 1, Chapter 1, p. 17 Chapter 3, p. 61	Book 1, Chapter 4, p. 49
2. to ask and tell the colour of things	Book 1, Chapter 5, p. 98	Book 1, Chapter 5, pp. 74-75
3. to describe attributes of people and things	Book 1, Chapter 3, p. 45	Book 1, Chapter 4, p. 48
4. to intensify the quality of people and things	Book 1, Chapter 1, p. 3 Chapter 2, p. 24	Book 1, Chapter 4, pp. 48-49
5. to describe weather	Book 1, Chapter 10, p. 213	Book 1, LC 28

CATEGORY: EXPRESSING EMOTIONS AND ATTITUDES

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to express obligation with verbs which require a complementary infinitive	Book 1, Chapter 5, pp. 90, 104 Book 2, Chapter 14, pp. 79, 83, 90-101	Book 1, Chapter 5, pp. 62, 66
2. to ask and tell what one is or is not obliged to do	Book 1, Chapter 5, pp. 90, 104 Book 2, Chapter 14, pp. 79, 83, 90-101	Book 1, Chapter 5, pp. 62, 66
3. to tell that one is afraid	Book 2, Chapter 17, p. 179	Book 1, Chapter 5, p. 65
4. to express pleasure or displeasure	Book 1, Chapter 2, pp. 37-38 Chapter 5, p. 90	Book 1, LC 12; Chapter 10, pp. 135-36

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to express the positional relationship of the verb with the indirect pronoun	Book 1, Chapter 8, pp. 171, 175, 183-84	Book 1, Chapter 10, p. 134
2. to express alternative, additional or contrasting ideas in the present or near future	Book 1, Chapter 1, p. 1 Chapter 2, pp. 31-32 Chapter 7, p. 148	Book 1, LC 12; Chapter 1, p. 4
3. to express conditional relationships using si	Book 1, Chapter 3, p. 56	Book 1, LC 19
4. to express temporal relationships using cuando	Book 1, Chapter 10, pp. 211-12	Book 1, Chapter 3, p. 29
5. to express concessional relationships using aunque	Book 1, Chapter 9, pp. 187-88	Book 1, Chapter 2, p. 18

CATEGORY: EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to express a reason in response to a question beginning with the interrogative ¿por qué?	Book 1, Chapter 1, pp. 1-2	Book 1, Chapter 7, p. 93

CATEGORY: INDIRECT SPEECH

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 10		
The student will be able:		
1. to relay a statement	Book 1, Chapter 6, pp. 126, 128	Book 1, Chapter 7, p. 91

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 11		
The student will be able:		
1. to introduce someone	Book 1, Chapter 9, p. 189	Book 1, Chapter 21, p. 294
2. to express concern or sympathy	Book 1, Chapter 4, p. 66 Book 2, Chapter 16, p. 155	Book 2, Chapter 2, p. 19
3. to express approval or disapproval	Book 1, Chapter 3, pp. 44-45 Chapter 4, p. 66 Book 2, Chapter 16, p. 155	Book 1, Chapter 13, p. 176 Chapter 14, p. 192 Chapter 19, p. 262 Chapter 22, p. 307
4. to express discouragement and indifference	Book 2, Chapter 15, p. 115	Book 1, Chapter 8, p. 107 Chapter 15, p. 202
5. to take leave	Book 1, Chapter 1, p. 3	Book 1, Chapter 14, p. 192
6. to express good wishes		Book 1, Chapter 25, p. 348

CATEGORY: IDENTIFYING PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 11		
The student will be able:		
1. to express an indefinite person or thing	Book 1, Chapter 4, p. 68	Book 1, Chapter 6, p. 80 Chapter 8, p. 110 Chapter 9, p. 120
2. to seek specification of persons, objects or places	Book 1, Chapter 1, p. 17	Book 1, LC 21
3. to ask and tell about date of birth	Book 2, Chapter 16, p. 164	Book 1, Chapter 19, p. 262
4. to ask and tell about place of birth	Book 2, Chapter 16, p. 164	Book 1, Chapter 19, p. 262
5. to specify people and things using demonstrative adjectives	Book 1, Chapter 4, pp. 82-83	Book 1, Chapter 14, pp. 192-93
6. to refer to a previous or following statement	Book 1, Chapter 3, p. 44	Book 1, Chapter 10, p. 134
7. to express the negative of persons and objects	Book 2, Chapter 13, p. 64	Book 1, Chapter 4, p. 45

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 11		
The student will be able:		
1. to express actions in the past	Book 1, Chapter 7, pp. 146, 159 Chapter 8, pp. 182-83 Chapter 9, p. 191	Book 1, Chapter 13, p. 177 Chapter 14, p. 190 Chapter 15, p. 203 Chapter 16, p. 221 Chapter 17, p. 235 Chapter 18, p. 248
2. to express repeated action in the past	Book 1, Chapter 9, pp. 190, 206-207	Book 1, Chapter 19, pp. 263-64 Chapter 20, p. 277 Chapter 21, p. 295
3. to distinguish continuing actions	Book 1, Chapter 9, p. 207	Book 1, Chapter 19, p. 265
4. to express orders using the present subjunctive as imperative	Book 2, Chapter 15, pp. 128-29 Chapter 16, pp. 173-74	Book 1, Chapter 23, p. 321
5. to express ongoing action	Book 1, Chapter 4, pp. 81-82	Book 1, Chapter 22, p. 308

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 11		
The student will be able:		
1. to specify time using demonstrative adjectives	Book 1, Chapter 3, p. 46 Chapter 4, pp. 82-83	Book 1, Chapter 14, p. 192
2. to ask and tell when an action takes place	Book 1, Chapter 4, pp. 67, 72	Book 1, Chapter 6, p. 81
3. to indicate length of time elapsed since an action took place	Book 1, Chapter 9, p. 188	Book 1, Chapter 18, p. 249

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 11		
The student will be able:		
1. to ask and tell about possession using stressed possessive pronouns	Book 1, Chapter 6, pp. 125, 137	Book 1, Chapter 17, p. 236
2. to ask about possession using the interrogative and a demonstrative adjective	Book 1, Chapter 6, p. 129	Book 1, Chapter 7, p. 96 Chapter 17, p. 236

CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 11		
The student will be able:		
1. to make comparisons	Book 2, Chapter 12, p. 47	Book 1, Chapter 16, pp. 222, 224

CATEGORY: EXPRESSING EMOTIONS AND ATTITUDES

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 11		
The student will be able:		
1. to express obligation	Book 1, Chapter 5, p. 88	Book 1, Chapter 20, p. 278

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 12		
The student will be able:		
1. to introduce someone and respond to an introduction	Book 1, Chapter 9, p. 189	
2. to express concern or sympathy	Book 1, Chapter 3, p. 44 Book 2, Chapter 16, p. 155	Book 2, Chapter 1, p. 5
3. to make good wishes		Book 2, Chapter 2, p. 19
4. to express agreement	Book 1, Chapter 3, p. 44	Book 2, Chapter 3, p. 32
5. to express surprise	Book 1, Chapter 10, p. 221	Book 2, Chapter 5, p. 61
6. to seek clarification	Book 2, Chapter 15, pp. 105-107	Book 2, Chapter 6, p. 81

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 12		
The student will be able:		
1. to express orders in the imperative	Book 2, Chapter 16, pp. 173-74	Book 2, Chapter 1, pp. 6-7
2. to express actions in the past	Book 2, Chapter 11, pp. 6, 20	Book 2, Chapter 2, pp. 20-21
3. to express an action reflected on the subject	Book 1, Chapter 7, p. 161	Book 2, Chapter 3, pp. 33-34
4. to tell what had happened prior to another event	Book 2, Chapter 13, p. 72	Book 2, Chapter 4, p. 49
5. to express an action in the past after an expression of will or emotion	Book 2, Chapter 19, p. 254	Book 2, Chapter 5, p. 65
6. to express actions in the future	Book 2, Chapter 13, pp. 72-73	Book 2, Chapter 7, pp. 94-95 Chapter 8, p. 107 Chapter 9, pp. 121-22
7. to express actions that will or shall have happened by a certain time	Book 2, Chapter 13, p. 73	Book 2, Chapter 9, p. 124

CATEGORY: EXPRESSING ACTIONS (Continued)

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 12		
The student will be able:		
8. to express what would happen (if ...) or what was going to happen	Book 2, Chapter 14, pp. 101-102	Book 2, Chapter 10, p. 135 Chapter 11, p. 153 Chapter 12, pp. 166-67
9. to express what would have happened	Book 2, Chapter 14, p. 102	Book 2, Chapter 12, pp. 169-70
10. to express the wish that someone do something	Book 2, Chapter 16, pp. 155, 160, 172	Book 2, Chapter 15, p. 210

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 12		
The student will be able:		
1. to indicate frequency	Book 1, Chapter 4, p. 68	Book 1, Chapter 9, p. 119

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 12		
The student will be able:		
1. to express "as much" and "so much"	Book 1, Chapter 3, p. 56 Book 2, Chapter 13, p. 59	Book 2, Chapter 8, p. 108
2. to make comparisons	Book 2, Chapter 12, p. 48	Book 2, Chapter 8, p. 109

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	Ambientes hispanicos 1 and 2	Usted y yo/Nuestro mundo
Grade 12		
The student will be able:		
1. to express contradiction of a previous negative statement	Book 2, Chapter 17, p. 199	Book 2, Chapter 4, p. 51
2. to express additional ideas using e before a word beginning with i or hi	Book 2, Chapter 13, p. 64	Book 2, Chapter 6, pp. 84-85
3. to express alternative ideas using u before a word beginning with o or ho		Book 2, Chapter 6, pp. 84-85